

Chapter 3 – The Basics: *Additional Features*

As shown in *Chapter 2 – The Basics: Base Indicators*, districts and campuses can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can raise their rating:

- by meeting *Required Improvement*; and/or
- by using the *Exceptions Provision*.

Not all features apply to all indicators. For a summary, see *Table 5 - Additional Features by Indicator* later in this chapter.

The Texas Projection Measure (TPM) is not available for any indicator in 2011.

Additional features are applied and calculated automatically by TEA before ratings are released. Districts and campuses do not need to request the use of additional features.

Required Improvement to *Academically Acceptable*

Required Improvement to move to *Academically Acceptable* is available for three base indicators: *TAKS*, *Completion Rate I*, and the *Annual Dropout Rate*. It is not applicable for either Commended Performance or the ELL Progress Indicator because these two base indicators only affect the *Recognized* and *Exemplary* rating categories. Campuses or districts initially rated *Academically Unacceptable* may achieve an *Academically Acceptable* rating using the Required Improvement feature.

Who is evaluated for Required Improvement: Districts and campuses whose performance is *Academically Unacceptable* for any TAKS subject, Annual Dropout Rate, or Completion Rate I measure evaluated.

TAKS

Improvement Standard: In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient TAKS measures since 2010 to be able to meet the current year accountability standard in two years.

There are different standards for the *Academically Acceptable* rating for TAKS:

- *Reading/ELA, Writing, and Social Studies*. Any measure below the standard must achieve enough gain to meet a standard of **70%** in two years.
- *Mathematics*. Any measure below the standard must achieve enough gain to meet a standard of **65%** in two years.
- *Science*. Any measure below the standard must achieve enough gain to meet a standard of **60%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change		Required Improvement
[performance in 2011] – [performance in 2010]	≥	$\frac{[\text{standard for 2011}] - [\text{performance in 2010}]}{2}$

Example: For 2011, a high school campus has performance above the *Academically Acceptable* standard in all areas except for their Economically Disadvantaged student group in TAKS mathematics; only 59% met the standard. Their performance in 2010 for the same group and subject was 49%.

First calculate their *actual change*:

$$59 - 49 = 10$$

Next calculate the *Required Improvement*:

$$\frac{65 - 49}{2} = 8$$

Then compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

$$10 \geq 8$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have test results (for the subject and student group) for at least 10 students in 2010.

Other Information:

- *Recalculation of Prior-year Results.* For purposes of calculating RI, the prior-year (spring 2010) assessment results have been rebuilt to include TAKS-M and TAKS-Alt results for all subjects and grades.
- *Race/Ethnicity.* Current year results use the new federal definition for race and ethnicity. The prior-year results use the former definition for race and ethnicity. See *Appendix J – Federal Race/Ethnicity Provision* for more information.
- *Rounding.* All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

COMPLETION RATE I [GRADUATES AND CONTINUERS]

Improvement Standard: In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient Completion Rate I measures between the classes of 2009 and 2010 to be at a standard of **75.0%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change		Required Improvement
[completion rate for class of 2010] minus [completion rate for class of 2009]	≥	$\frac{[75.0] - [\text{completion rate for class of 2009}]}{2}$

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the class of 2009 completion rate.

Other Information:

- *Race/Ethnicity.* Both current and prior-year results use the former definition for race and ethnicity.
- *Rounding.* All improvement calculations are expressed as a percent, rounded to one decimal point. For example, 2.85% is rounded to 2.9%, not 3%.

ANNUAL DROPOUT RATE

Improvement Standard: In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough decline in its dropout rate to be at **1.6%** in two years.

Methodology: The *actual change* must be equal to or less than the *Required Improvement*:

Actual Change		Required Improvement
[2009-10 dropout rate] – [2008-09 dropout rate]	≤	$\frac{[1.6] - [2008-09 \text{ dropout rate}]}{2}$

This calculation measures *reductions* in rates, not gains as with TAKS or Completion Rate I results. The actual change in the dropout rate needs to be *less than or equal to* the Required Improvement for the standard to be met, and will involve negative numbers. Stated another way, the actual change needs to be a larger negative number than the Required Improvement number.

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have had at least 10 grade 7-8 students (in the same student group) in 2008-09.

Example: In 2009-10, a middle school had performance at the *Academically Acceptable* level for all indicators except their dropout rate. The dropout rate for their Hispanic student group was 1.8%. Their dropout rate in 2008-09 for the same group was 2.6%.

First calculate their *actual change*:

$$1.8 - 2.6 = -0.8$$

Next calculate the *Required Improvement*:

$$\frac{1.6 - 2.6}{2} = -0.5$$

Then compare the two numbers to see if the *actual change* is less than or equal to the *Required Improvement*:

$$-0.8 \leq -0.5$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

Other Information:

- *Race and Ethnicity.* The current year results use the new, federal definitions for race and ethnicity and the prior-year results use the former definitions.
- *Floor.* No floor is required to use Required Improvement for the Annual Dropout Rate, either for moving to *Academically Acceptable*, *Recognized*, or *Exemplary*.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, -1.675% is rounded to -1.7%.

Required Improvement to *Recognized* or *Exemplary*

Required Improvement to move to *Recognized* is available for four base indicators: TAKS, ELL Progress Indicator, Completion Rate I, and the Annual Dropout Rate. It is not available for Commended Performance. Required Improvement to move to *Exemplary* is also available for the ELL Progress Indicator and the Annual Dropout Rate. See *Table 5 – Additional Features by Indicator* for a summary.

Who is evaluated for Required Improvement to *Recognized*: Districts and campuses whose performance is at the high end of *Academically Acceptable* for any TAKS subject or Completion Rate I, and who also meet the minimum “floor” for current year performance. Campuses or districts that do not meet the 1.6% Annual Dropout Rate standard or the 60% ELL Progress Indicator criteria may also use Required Improvement to achieve a *Recognized* or *Exemplary* rating and no floors are imposed.

TAKS

Improvement Standard: In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- performance ranging from 75% to 79% on the measure, and
- shown enough improvement on TAKS since 2010 to be at **80%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change		Required Improvement
[performance in 2011] – [performance in 2010]	≥	$\frac{[80] - [\text{performance in 2010}]}{2}$

Minimum Size Requirements: For Required Improvement to be an option, the district or campus must have test results (for the subject and student group) for at least 10 students in 2010.

Other Information:

- *Standards.* The *Recognized* standard for the TAKS indicator (80%) is the same for all subjects.
- *Recalculation of Prior-year Results.* For purposes of calculating RI, the prior-year (spring 2010) assessment results have been rebuilt to include TAKS-M and TAKS-Alt results for all subjects and grades.

- *Race and Ethnicity.* Current year results use the new federal definition for race and ethnicity. The prior-year results use the former definition for race and ethnicity. See *Appendix J* for more information about the Federal Race/Ethnicity Provision.
- *Rounding.* All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

Example: For 2011, a district has performance above the *Recognized* standard for all indicators except for their Economically Disadvantaged student group in TAKS science; only 75% met the standard. Their performance in 2010 for the same group and subject was 71%.

First determine if their current year performance is *at or above the floor* of 75%:

$$75 \geq 75$$

Next calculate their *actual change*:

$$75 - 71 = 4$$

Then calculate the *Required Improvement*:

$$\frac{80 - 71}{2} = 5 \text{ (4.5 rounds to 5)}$$

Finally, compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

4 is not greater than or equal to 5

Result: the district does not meet Required Improvement, so its rating cannot be elevated above *Academically Acceptable* due to Required Improvement. However, use of the Exceptions Provision may apply.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR

Improvement Standard: A campus or district cannot be prevented from a rating of *Recognized* or *Exemplary* if it has either met the ELL Progress Indicator standard or demonstrated Required Improvement.

Because there is only one standard (60%) for both *Recognized* and *Exemplary*, the same Required Improvement calculation is applied whether the campus or district is initially *Academically Acceptable* or *Recognized*. This means that no performance floor is imposed when using Required Improvement for the ELL Progress Indicator to achieve *Recognized* or *Exemplary*.

In order for Required Improvement to move a campus or district to *Recognized* or *Exemplary*, the campus or district must have shown enough improvement on the ELL Progress Indicator since 2010 to be at a standard of **60%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change	Required Improvement
[ELL performance in 2011] – [ELL performance in 2010] ≥	$\frac{[60] - [\text{ELL performance in 2010}]}{2}$

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have test results for at least 10 ELL students in 2010.

Other Information:

- *Rounding.* All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

Example: For 2011, a campus has performance above the *Recognized* standard for all areas except for their ELL Progress Indicator; only 58% met the standard. Their performance in 2010 was 48%.

First calculate their *actual change*:

$$58 - 48 = 10$$

Next calculate the *Required Improvement*:

$$\frac{60 - 48}{2} = 6$$

Then compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

$$10 \geq 6$$

Result: the campus meets Required Improvement, so its rating is *Recognized*.

COMPLETION RATE I [GRADUATES AND CONTINUERS]

Improvement Standard: In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- a completion rate ranging from 75.0% to 84.9% on the measure, and
- shown enough improvement on the deficient completion rate measures between the classes of 2009 and 2010 to be at **85.0%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change		Required Improvement
[completion rate for class of 2010] minus [completion rate for class of 2009]	≥	$\frac{[85.0] - [\text{completion rate for class of 2009}]}{2}$

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the class of 2009 completion rate.

Other Information:

- *Race/Ethnicity.* Both current and prior-year results use the former definition for race and ethnicity.
- *Rounding.* All improvement calculations are expressed as a percent, rounded to one decimal point. For example, 2.85% is rounded to 2.9%, not 3%.

ANNUAL DROPOUT RATE

A campus or district cannot be prevented from a rating of *Academically Acceptable*, *Recognized*, or *Exemplary* if it has either met the absolute dropout rate standard or demonstrated dropout rate Required Improvement.

Because there is only one standard (1.6%) to meet for the Annual Dropout Rate, the same Required Improvement calculation is applied whether the campus or district is initially *Academically Unacceptable*, *Academically Acceptable*, or *Recognized*. This means that no performance floor is imposed when using Required Improvement for the dropout rate to achieve *Recognized* or *Exemplary*. See page 31 for the methodology and other details.

Table 5: Additional Features by Indicator

	TAKS	Commended Performance	ELL Progress Indicator	Completion Rate I	Annual Dropout Rate
Required Improvement					
Use Required Improvement to move to	<ul style="list-style-type: none"> • <i>Academically Acceptable</i> • <i>Recognized</i> 	N/A	<ul style="list-style-type: none"> • <i>Recognized</i> • <i>Exemplary</i> 	<ul style="list-style-type: none"> • <i>Academically Acceptable</i> • <i>Recognized</i> 	<ul style="list-style-type: none"> • <i>Academically Acceptable</i> • <i>Recognized</i> • <i>Exemplary</i>
RI Restrictions	Floor limit for <i>Recognized</i>	N/A	None	Floor limit for <i>Recognized</i>	None
Exceptions					
Use Exceptions to move to	<ul style="list-style-type: none"> • <i>Academically Acceptable</i> • <i>Recognized</i> • <i>Exemplary</i> 	N/A	<ul style="list-style-type: none"> • <i>Recognized</i> • <i>Exemplary</i> 	N/A	N/A
Exceptions Restrictions	<ul style="list-style-type: none"> • Floor limit for All Ratings • No Reuse in Following Year • Limits on Number of Exceptions 	N/A	<ul style="list-style-type: none"> • Floor limit for All Ratings • No Reuse in Following Year • Limits on Number of Exceptions 	N/A	N/A

Exceptions Provision

The Exceptions Provision provides relief to larger campuses and districts with more diverse student populations who are evaluated on more measures. After application of Required Improvement, campuses or districts may still “gate up” to a higher rating by using exceptions. The Exceptions Provision can be applied to any of the 25 TAKS measures (5 subjects multiplied by 5 groups: All Students, African American, Hispanic, White, and Economically Disadvantaged), as well as the single ELL Progress Indicator measure. The Exceptions Provision does not apply to Commended Performance, Completion Rate I, or Annual Dropout Rate indicators. To be eligible to use this provision, minimum performance floors must be met and other safeguards are applied.

Other Information:

- *ELL Progress Indicator.* There is one standard (60%) to meet on the ELL Progress Indicator to be rated *Recognized* or *Exemplary*. An available exception may be used for the ELL Progress Indicator to move to either of these ratings.
- *Exceptions Applied Automatically.* There is no need for a district or campus to request that the Exceptions Provision be applied. Exceptions are automatically calculated and assigned prior to the release of ratings, but only if use of the provision will successfully move a campus or district to a higher rating. For example, if a campus is eligible for two exceptions, but it actually needs three in order to raise its rating to *Academically Acceptable*, then no exceptions are used, and the campus remains *Academically Unacceptable*. If the provision successfully moves a campus or district to a higher rating, the provision will be used. A campus or district cannot request that exceptions not be used.
- *Only for TAKS and ELL Progress Indicator.* This provision only applies to the TAKS and ELL Progress indicators. If a rating is due to Commended Performance, Completion Rate I, or the Annual Dropout Rate, the Exceptions Provision is not applied.
- *Notification.* The accountability data table released with the ratings serves as notification of which exceptions, if any, have been used. See *Chapter 4 – The Basics: Determining a Rating* for details. Exceptions charged as a result of Special Analysis or granted appeals will be cited in a message at the top of the data table. Exceptions charged due to granted appeals are also noted in the commissioner’s response letter to the appeal.

USING EXCEPTIONS TO MOVE TO *ACADEMICALLY ACCEPTABLE* OR *RECOGNIZED*

A campus or district may use up to four exceptions in order to achieve a rating of *Academically Acceptable* or up to four exceptions in order to achieve a rating of *Recognized*. To be eligible to use any exceptions, the campus or district must be evaluated on at least five TAKS measures and must meet the appropriate performance floor(s). Evaluation on the ELL Progress Indicator does not contribute to the number of measures evaluated.

The number of exceptions allowed is dependent on the number of TAKS measures evaluated, as shown in the following table:

Exceptions for moving to <i>Academically Acceptable</i> or <i>Recognized</i>	
Number of TAKS Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 4	0 exceptions
5 – 8	1 exception
9 – 11	2 exceptions
12 – 15	3 exceptions
16 or more	4 exceptions

Performance Floor:

Performance on the measure to which the Exceptions Provision will be applied must be no more than five percentage points below the standard. See the table below for the minimum performance needed in 2011.

Floors			
Academically Acceptable		Recognized	
TAKS Indicator			
Mathematics	60%	All subjects	75%
Science	55%		
Reading/ELA, Writing & Social Studies	65%		
		Recognized or Exemplary	
ELL Progress Indicator	n/a	Reading/ELA	55%

USING EXCEPTIONS TO MOVE TO *EXEMPLARY*

A campus or district may use one exception to gate up to a rating of *Exemplary*. To be eligible for this one exception, the campus or district must be evaluated on at least ten TAKS measures and meet the performance floor. Evaluation on the ELL Progress Indicator does not contribute to the number of measures evaluated.

Performance Floor: Performance on the measure to which the Exceptions Provision will be applied must be no more than five percentage points below the *Exemplary* standard. For the TAKS measures this means performance must range from 85% to 89% on the measure. For the ELL Progress Indicator performance must range from 55% to 59%.

Exceptions for moving to <i>Exemplary</i>	
Number of TAKS Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 9	0 exceptions
10 or more	1 exception

PROVISION SAFEGUARDS

- *One-Time Use.* An exception will not be granted for the same measure for two consecutive years. For example, if a campus was granted an exception for White student science performance in 2010, the campus is not eligible for an exception for White student science performance in 2011. This safeguard applies regardless of the rating achieved when the exception was used.
- *Other “Charged” Exceptions.* There are cases where a district or campus may be “charged” with an exception in the process of Special Analysis or in granting appeals.

Example. A large high school with a diverse population is evaluated on all TAKS student groups for reading/ELA, mathematics, science, and social studies, for a total of 20 measures. The percent passing on all indicators meets the *Academically Acceptable* standards except for the performance of their Economically Disadvantaged students in mathematics (61%) and science (58%). They did not demonstrate Required Improvement for either of these measures.

The percent of students passing mathematics and science are within five points of the *Academically Acceptable* standards (65% and 60%, respectively). Because they are evaluated on 16 or more assessment measures, (20) they are eligible to use up to four exceptions. Assuming they did not take an exception for either of these measures in the prior-year, they meet the Exceptions Provision requirements.

Result: the campus rating is *Academically Acceptable* and the campus is charged with use of an exception for Economically Disadvantaged students in mathematics and Economically Disadvantaged students in science. The two exception areas must be addressed in their campus improvement plan.

- *Move Only One Level for TAKS.* The Exceptions Provision cannot be used to move up more than one rating level if the area lacking is one of the TAKS measures. For example, if a campus meets the *Exemplary* criteria on all accountability measures except for one TAKS measure, and fails to meet the *Academically Acceptable* criteria on that one measure, the Exceptions Provision will only move the campus from *Academically Unacceptable* to *Academically Acceptable*.

Further, combinations of Required Improvement and the Exceptions Provision cannot be used together for one TAKS measure to elevate a rating more than one level. Different features can be used for different measures to successfully elevate a rating, but multiple features cannot be used for any one TAKS measure.

- *Move more than one level for ELL Progress Indicator.* A campus or district that meets *Exemplary* criteria on all accountability measures except the ELL Progress Indicator can use the Exceptions Provision to be *Exemplary*.
- *Campus and District Improvement Plans.* Any campus or district that uses one or more exceptions must address performance on those measures to which the exceptions are applied in its campus or district improvement plan.

Additional Issues for Districts

DISTRICTS WITH *ACADEMICALLY UNACCEPTABLE* CAMPUSES

Any district that has one or more campuses rated *Academically Unacceptable* cannot receive a rating of *Exemplary* or *Recognized*. There are two exceptions to this rule. First, an *AEA*: *Academically Unacceptable* rating for a campus does not prevent an *Exemplary* or *Recognized* district rating.

Second, some campuses are identified within the accountability system as Texas Youth Commission (TYC) campuses or Texas Juvenile Probation Commission (TJPC) campuses. A

rating of *Academically Unacceptable* on these campuses does not prevent an *Exemplary* or *Recognized* district rating. See *Chapter 6 –Special Issues and Circumstances* for more information about these campus types.

UNDERREPORTED STUDENTS

TEA must have leaver statuses on all grade 7-12 students who were enrolled at any time in the prior-year (2009-10) but who did not continue in the current year (2010-11). These students may have left the district because they graduated, transferred to another district, dropped out, or for some other reason. Districts must report a leaver code for all leavers except those who moved (transferred) to another Texas public school district, earned a GED by August 31, or graduated in a prior school year. The determination of whether students are movers is made by TEA by checking other districts' enrollment and attendance records. (Districts may obtain preliminary information about whether students have moved to another district by searching the Person Identification Database (PID) Enrollment Tracking (PET) application.)

Students without leaver records who cannot be confirmed by TEA as returning students, movers, previous Texas graduates, or GED recipients become underreported students.

In order to maintain a rating of *Exemplary* or *Recognized*, districts must not exceed the accountability standards for underreported students.

Standard: Districts must meet the standard for both of the following measures in order to maintain a rating of *Exemplary* or *Recognized*:

- *Count of Underreported Students:* Must be fewer than or equal to 150.
- *Percent of Underreported Students:* Must be less than or equal to 3.0%.

Methodology:

$$\frac{\text{number of underreported students}}{\text{number of students served in grades 7-12 in previous school year}} \leq 3.0\%$$

Numerator: Underreported students are those 2009-10 students in grades 7–12 who are not accounted for by TEA as returning students, movers, previous Texas graduates or GED recipients, and for whom no school leaver record can be found.

Denominator: The denominator is an unduplicated count of students reported in enrollment in 2009-10 PEIMS submission 1 or in attendance in 2009-10 PEIMS submission 3.

Minimum Size Requirements: Districts with fewer than 5 underreported students are not evaluated. Districts with an underreported rate less than 1.0% are not evaluated. Stated another way, to be evaluated on this indicator, districts must have 5 or more underreported students and an underreported rate that is equal to or greater than 1.0%.

Data Source and Year: PEIMS submission 1 (October 2009, October 2010); PEIMS submission 3 (June 2010)

Other Information:

- *Unduplicated Count.* The methodology eliminates any duplicate records. For example, students are not counted twice because they appear on both attendance and enrollment records.
- *Rounding.* The rate calculation is rounded to one decimal place. For example, 3.46% is rounded to 3.5%, not 3.0%.

ADDITIONAL STUDENTS IN DISTRICT RATINGS

Generally, districts are held accountable for the performance of all their students, including those who attend campuses that receive a rating of *Not Rated: Other* and those who attend alternative education campuses (AECs) that are registered for evaluation under AEA procedures. In districts with campuses that are rated under both AEA and standard accountability procedures, the AEC performance is aggregated with the traditional campus performance and the district is evaluated using standard procedure indicators and criteria. Using the completion rate indicator as an example, the same students considered to be completers at the AEC campus by virtue of having received a GED certificate will be counted as non-completers in the district-level Completion Rate I indicator. See *Chapter 6 – Special Issues and Circumstances* for more information on alternative campuses and how they affect a district's performance data.

Additionally, districts are responsible for the performance of students who are not in any campus accountability subset because they changed campuses within the district between the October “as of” date and the date of testing. See *Table 4* in *Chapter 2 – The Basics: Base Indicators* for more information on the accountability subset.